



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

(Les vieillards offrent leurs pipes à Marquette et à Joliet. Après avoir pétuné, ces derniers sont invités d'entrer dans la tente. On soulève un pan de la tente. On aperçoit le grand capitaine debout au milieu de deux vieillards. Tous les trois tiennent leur calumet tourné vers le soleil. Marquette et Joliet sont à l'entrée de la tente.)

Le capitaine. Que le soleil est beau, Français, quand vous nous venez visiter. Nous nous félicitons de votre arrivée. Tout notre bourg vous attend ; entrez en paix dans toutes nos cabanes.

(Il présente un calumet à Marquette et à Joliet ; puis il les fait asseoir. Les Indiens dévorent les Français des yeux. Ils gardent un profond silence.)

Marquette. Nous venons en paix pour vous visiter et pour vous déclarer que le Dieu qui vous a créés désire votre obéissance. Le capitaine des Français vous fait savoir qu'il met la paix partout.

(Le capitaine se lève. Il met la main sur la tête d'un petit esclave et dit :)

Le capitaine. Je te remercie, Robe Noir (Père Marquette), (s'adressant à Joliet) et toi, Français, de ce que vous prenez tant de peine pour nous venir visiter. Jamais la terre n'a été si belle, ni le soleil si éclatant qu'aujourd'hui. Voici mon fils, que je vous donne pour vous faire connaître mon cœur. Ayez pitié de moi, de toute ma nation, vous qui connaissez le grand Génie. (Il met le petit esclave près d'eux et leur offre un autre calumet. Marquette lui offre des présents.) Prenez place. (Se tournant vers le maître des cérémonies) Le grand festin.

(On apporte un grand plat de bois, plein de sagamité (farine de blé d'Inde, qu'on fait bouillir avec de l'eau et qu'on assaisonne de graisse). Un Indien présente une cuiller pleine de sagamité à la bouche de Marquette et de Joliet trois ou quatre fois. Puis on sert de second met, trois poissons. Le maître des cérémonies en prend quelques morceaux, ils ôtent les arêtes, souffle dessus pour les rafraîchir, puis les met dans la bouche des Français. Le troisième met un grand chien.)

Marquette. Capitaine, nous ne pouvons manger de ce met. Je vous prie, retirez-le de devant nous.

(On enlève le chien. Le quatrième met se compose d'une pièce de bœuf sauvage. On met les morceaux les plus gras dans la bouche des Français.)

Le capitaine. Maintenant, allons visiter tout le village !

SIXTH GRADE.

JENNIE CURTIS.

REVIEW FOR DECEMBER.

Geography.—During the preceding month the children were given a general view of the effect of topography upon civilization, and examples of great open plains in which civilizations developed slowly for lack of natural

protection, and of fertile, protected river basins which fostered primitive man. As types of the latter we chose Greece and China.

In reading stories of the life of the early Greeks, we located, in atlases kept open for the purpose, the scenes described. We made constant reference during the reading to pictures of mountains, valleys, and rivers, and later to pictures of cities or towns, as well as of the statues studied under history.

China: We all took an imaginary trip to this country, and in order to see a great many things well we divided into committees. Committee 1 observed the dress and the occupations of the people. Committee 2 investigated their homes and schools. Committee 3 described their cities, streets, and shops. Committee 4 told of their modes of transportation in their cities and between their cities. Committee 5 told of the villages and farms.

The children traveled westward from Chicago, noting the character of the country they passed through that they might compare it with China. They measured the distance across the United States by the scale of miles, and compared it with the greatest width of China. The committee on transportation found that it would require a much longer time to travel a great distance in China than in the United States.

Before or as each committee made its report, pictures and maps of the thing or country under discussion were drawn on the board. When the people of China were described, one of the pupils posed in Chinese costume, and the others painted him.

History and art.—First we had a general talk on statuary, the children describing the statues they had seen. We studied pictures of Egyptian, Assyrian, and Greek art, at the same time locating the home of each on the map. The story of the "Hermes and Dionysus," of Praxiteles, as the most beautiful specimen of Greek sculpture, and its discovery at Olympia, was told.

Each child had home reading on the Greeks assigned to him, and afterward was asked to tell what he knew about their manner of living and their dress. We then studied the topography of their country in order to understand why they could be comfortable in such light, loose clothing. The children saw that the mountains intercepted the cold winds from the north, and also that the warm winds from Africa modified the climate.

After a discussion of the following questions we arrived at the conclusions accompanying them:

Why did the Greeks make sculpture? In honor of their gods and in honor of their Olympic victors.

What subjects did they choose? The gods and goddesses, and the athletes who won victories at Olympic games.

What use did they make of sculpture? They decorated their temples, sacred places, and public buildings.

We then studied, from pictures and models at the Art Institute, Greek

temples showing where statues, friezes, and metopes were located. Next we studied the Olympic games, together with the town Olympia and the surrounding natural scenery and sacred groves.

At the close of every lesson a few review questions were written on the blackboard, which each child answered on paper with pen and ink. Careful attention was given to the spelling.

OUTLINE FOR FEBRUARY.

History.—Growth of government of Athens. In what respects does the government of ancient Athens differ from ours? The civic beauty of Athens. It was the natural outgrowth of the life and character of the people. Sparta, its homes and architecture, and the daily life of its people. In each detail compare Athens and Sparta.

Science.—Climate; evaporation, condensation; formation of clouds; cause of rainfall.

Geography.—Causes for unequal distribution of rainfall. Location and products of regions of heavy rainfall. Location and causes of deserts; their products. Detail study of geography of Greece; modeling relief maps with crayon on the blackboard; modeling the relief in sand and in water colors on drawing paper.

Mathematics.—Measurement, in degrees, of distances east and west, and calculation of difference in time between Chicago and each country studied. International date line. Why was it possible for us to read in the newspaper at 7 A. M. that Li Hung Chang had died at 11 A. M. the same morning? Why was it possible for us to learn on Saturday, April 30, that Dewey had taken Manila May 1? Other problems in longitude and time that grow out of, or are suggested by, the work in geography or history. Standard time.

Spelling and writing.—Some writing is necessary in almost every lesson. The spelling is carefully watched; as a subject is developed, new words are written on the blackboard.

Physical training.—(See fifth grade.)

SEVENTH GRADE.

VIOLA DERATT.

OUTLINE FOR JANUARY AND FEBRUARY.

History.—The work of bookbinding begins this month. The first attempt will be made on some book, out of repair, which the children find at home, or on magazines which they desire to bind. Designs for the covers are to be original and in keeping with the contents of the book. Since the designs drawn by the children will doubtless be suggested by those of the common books with which they are most familiar, it may be desirable to